

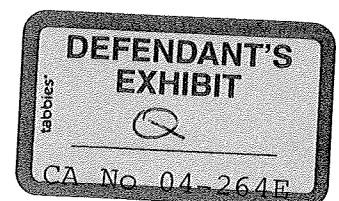
TEAM A

CATEGORY I - PLANNING/PREPARATION

1. How would you utilize your knowledge of Pennsylvania Academic Standards in the planning and preparation for instruction?
  - ☐ Mention Language Arts and Math Standards
  - ☐ Mention Using Standards in Assessments
  - ☐ Mention Using Standards in Lesson Planning
2. Where does assessment fit into the instructional process?
  - ☐ Used to guide instruction, drive curriculum (mention differentiated instruction, flexible grouping)
  - ☐ Provide feedback to students to encourage cognitive learning
  - ☐ Provide parents with an accurate understanding of student performance

CATEGORY II - CLASSROOM ENVIRONMENT

3. How would you organize the physical space in your classroom to provide accessibility to learning and the use of resources?
  - ☐ Small/large group meeting areas
  - ☐ Mention defined areas (i.e., writing center, library center)
  - ☐ Mention integrated use of technology and resources (i.e., maps, globes)
4. How would you encourage and recognize high quality individual student work?
  - ☐ Use rubrics/lists of criteria or models of work to define proficiency or what is expected
  - ☐ Display examples of student work that exhibit expectations
  - ☐ Encourage students to rework, revisit or revise work to meet expected goals
  - ☐ Encourage student's personal growth and celebrate successes
  - ☐ Compile portfolios to showcase work and share with parents



CATEGORY III - INSTRUCTIONAL DELIVERY

5. How would you integrate the four processes of reading, writing, speaking and listening into the core subjects in an elementary classroom?
- ☐ Assess these areas in content area subjects
  - ☐ Discuss writing across the curriculum
  - ☐ Language Arts block incorporating spelling and grammar in reading and writing
  - ☐ Mention self-extending learning, using language arts to pursue knowledge in social studies, math, science
6. Within a self-contained classroom you will encounter a diverse group of students, what would you do to address the individual needs of the children?
- ☐ Mention grouping (dynamic flexible grouping) learning styles and differentiated learning
  - ☐ Discuss assessment to determine student needs
  - ☐ Mention constructivist classroom; drawing from students as individuals
  - ☐ Communication with parents

CATEGORY IV - PROFESSIONALISM

7. Give us examples that would define your work ethics.
- ☐ Suggest high expectations
  - ☐ Suggest reflective practice
  - ☐ Suggest teamwork and collaboration
  - ☐ Goes above and beyond contractual day, regular attendance
  - ☐ Regular attendance
8. How would you communicate with families regarding their students' needs and development?
- ☐ Formal conferences, telephone calls, e-mail
  - ☐ Newsletter, assignment books
  - ☐ Parent meetings, open house, family nights

**TEAM B**

**CATEGORY I - PLANNING/PREPARATION**

How would you plan a comprehensive/balanced literacy program for your classroom?

- ☐ Mention the components: Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Writing Workshop, Independent Writing
- ☐ Mention on-going assessment (running records, conferring)
- ☐ Mention using leveled texts

In what areas of instruction have Pennsylvania Academic Standards been written?

- ☐ More than Reading, Writing, Speaking, Listening and Math
- ☐ May mention any of the following:
  - 3. Science and Technology
  - 4. Environment and Ecology
  - 5. Civics and Government
  - 6. Economics
  - 7. Geography
  - 8. History
  - 9. Arts and Humanities
  - 10. Health, Safety and Physical Education
  - 11. Family and Consumer Science

**CATEGORY II - CLASSROOM ENVIRONMENT**

How would you design a classroom management system that would be proactive to avoid student problems?

- ☐ Provide opportunities for student input to encourage ownership
- ☐ Directly teach/reteach and model appropriate behaviors
- ☐ Provide activities that encourage students to be actively engaged
- ☐ Communication with parents
- ☐ Clear sequence of consequences treating students with respect and dignity

How would you provide for equitable learning for all of your students?

- ☐ Through dynamic flexible grouping, differentiated instruction, learning styles
- ☐ Collaboration with Title I and/or Learning Support Services
- ☐ Mention meeting individual needs

CATEGORY III - INSTRUCTIONAL DELIVERY

Explain how you would use informal and formal assessments to meet learning goals and monitor student learning.

- ☐ Defining informal and formal and their use
- ☐ On-going curricular assessments showing progress toward goals compared to prior knowledge
- ☐ Student observation with anecdotal records
- ☐ Mention of PSSA
- ☐ Make informed educational decisions with assessment data for individuals and groups

What methods of instruction will you employ to ensure that our students achieve proficiency on the state standards?

- ☐ Guided Reading - leveled reading instruction
- ☐ Spiraling
- ☐ Differentiated Instruction
- ☐ Performance Tasks/Rubric Scoring (open-ended)
- ☐ Balanced Literacy
- ☐ Integration of Curriculums
- ☐ Embedded Technology Instruction
- ☐ Use of homework

CATEGORY IV - PROFESSIONALISM

What is your plan for your own professional development?

- ☐ Has a plan for ongoing professional development
- ☐ Formal program
- ☐ Professional reading/study groups
- ☐ Specific areas pertinent to job
- ☐ Knowledge of Act 48 requirements

Define: Integrity: What you do when no one is looking, upstanding, honest, sincere, sound moral principle

Confidentiality: No discussion with those who do not need to know

Team Work: May not always agree but will work to reach consensus if it is in the best interest of the students